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Fall 12-11-2017

Turn Off That Device

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Turn Off That Device

A Curriculum for Parents at Warren Walker Lower School

Kris Iacono
University of San Diego
Introduction

I spend a lot of time at Sunset Cliffs in San Diego. I go there to surf, swim and play in the ocean. Sometimes, I spend time at the cliffs simply watching the waves while the sun sinks into the horizon. I can honestly say, that I always leave my phone in the car during these very rejuvenating visits to one of my favorite natural places in San

Diego. I am however, an outlier and not the norm when it comes to being “screen-free” during these outings. These days, when I encounter people at Sunset Cliffs during the daily setting of the sun, they are watching the sunset in what is to me, a very peculiar way; through their devices. With smartphones, ipads or tablets out, tourists and locals alike are taking in the ocean, birds and sunset through the lens of their device. Technically speaking, they are not watching the sunset. They are watching their device watch the sunset. While there may be nothing inherently wrong with this, it strikes me as unhealthy.

Whether at work, home, play, or *even* Sunset Cliffs, devices with screens have infiltrated our modern lives. According to the U.S. Energy Information Administration, 58% of American households had one or two televisions, while 39% had three or more. (Berry C, Woodward, M, 2015.) Another study by the Entertainment Software Association found that 155 million Americans play video games with 80% of households owning devices used for playing video games. (ESA, 2015.) A report done by Ericsson, known as the Ericsson Mobility Report, found that in 2014 in the United States there was 250 million smartphone subscriptions and 90% of households have at least three internet connected devices. (Ericsson, 2014.) Further, this same report states that 64% of people in the U.S. say they “use the internet everywhere - indoors, outdoors and in vehicles.” (Ericsson, 2014.) If that many devices with screens weren’t enough, many SUV’s and minivans are now being built and bought with entertainment centers in the back row so that passengers can watch T.V., movies

or play video games while they ride in the car. In his book Last Child in the Woods, Richard Louv (2005) describes a recent trip to buy a new car when the salesman could not believe that he didn't want to purchase the "Rear-Seat and In-Dash multimedia entertainment products" available in the car he was purchasing. He says, "Some systems include wireless, infrared- connected headsets. The children can watch *Sesame Street* or play Grand Theft Auto on their Play Station 2 without bothering the driver." (Louv, Last Child in the Woods pg. 62. 2005) Yes, in 2017 in the United States of America, one can be connected to a device with a screen, at home or at work, in the car or the yard, and while at the park or Sunset Cliffs.

I have been working in education since 1997 when I taught Ocean Science on the Floating Marine Classroom in San Diego Bay. Between then and now, I have substitute taught at all levels, taught both 3rd and 5th grades for seventeen years and am currently serving as Dean of Warren-Walker School's Point Loma Campus.

Warren-Walker School History (Excerpt from the WWS Handbook)

Warren-Walker School was founded in 1932 by Nellie Warren-Walker. Her first class was held above Senator Kraft's drugstore at 1891 Bacon Street in Ocean Beach.

Her students excelled and the school's positive reputation grew quickly, necessitating a move in 1934 to larger quarters, a beach cottage at 4867 Santa Cruz Avenue.

In 1939, Mrs. Walker purchased the current school site used for the Lower School on Point Loma Avenue and moved the cottage onto the property. Thereafter, Mrs. Walker's daughter, Mrs. Ruth Sweeney, joined the school as administrative assistant. The school continued to grow, surrounding the cottage with many of the buildings you see today. Mrs. Walker retired in 1980, leaving the direction of the school to Mrs. Sweeney. In 1983, she was joined by Raymond J. Volker who became the school's first Headmaster. Mrs. Sweeney retired in June of 1988 and Mr. Volker was joined by Janet H. Smith and Pamela L. Volker, who together make up the current board of administration of Warren-Walker Schools. At this time, Mr. and Mrs. Volker are the Heads of School.

Over the last 20 years, the School has experienced significant growth, and has added two buildings at the Point Loma Avenue site, which currently houses 167 students, a Middle School in Mission Valley at the First United Methodist Church, and a Lower School in La Mesa at St. Luke's Lutheran Church. The three campuses now accommodate more than 420 students, prekindergarten through eighth grade.

The Middle School occupies about 30,000 square feet which allows its 125 students to switch classrooms each period and experience a fully departmentalized program that includes Spanish, concert band, drama, art, interscholastic sports, industrial arts, and information technology. Students participate in physical education

and sports activities coached by faculty. Most of the outdoor activities take place at Robb Field, and indoor sports are played in the gymnasium at our Lower School in La Mesa (see below).

The Lower School at 5150 Wilson in La Mesa was opened in September of 2004 with one section of kindergarten. This year we will have over 136 students, prekindergarten through fifth grade. This campus has spacious classrooms surrounding a courtyard next to the St. Luke's Lutheran Church near Interstate 8 off the Jackson Drive exit. It utilizes church property for a playground and a full gymnasium for indoor play, assemblies, and special events. We are proud of our presence in San Diego County and the role we play in the lives of our students.

While WWS has been around for 86 years, I began working for the school in 1999. At the time, smartphones, tablets, IPADs, and other mobile devices connected to the internet did not exist. Further, many people did not even own a cell phone yet. How we all survived, I am not quite sure! Since then, the amount of technology in our daily lives has increased exponentially and has brought both benefits and costs with it.

In this Applied Project, I will be creating a curriculum to be used with parents of Warren-Walker School Students in the *It Takes A Village* parenting forum which I created last year. I created this forum in order to help parents navigate their way

through the elementary school years. Last year, topics focused upon at the four different sessions included:

- Creating Good homework habits
- Creating Independent Learners
- Valuing the process not the product
- Communication between School and Home
- Social/Emotional Development of Children in grades 3-5
- Girls and “Under the Radar” Conflicts
- Boys and Emerging Competition
- Cell Phone or Not
- Creating Responsible and Accountable Kids

The research based curriculum, *Turn Off That Device*, will seek to help parents utilize best practices in determining what are the healthiest and most effective ways to parent children ages 3-11 in 2017, regarding both the content and quantity of time they spend on a device with a screen. **These devices with screens will include: computers, Ipads or Tablets, Smart Phones, television, game consoles (XBox, Wii, etc.) and any other handheld device used for gaming, social media or searching the internet.** The inspiration and motivation to create this curriculum stems from observations I have made during my twenty years of working with kids and parents during a time when new devices with screens are emerging at a very rapid pace. Because of the relative newness and inundation of devices with screens into virtually every facet of our daily lives, there is a wide-range of parenting practices in this regard. Further, because parents at Warren-Walker School did not have these devices when

they were children (besides the TV and possibly home computer), they do not have the memory of their experiences as children with technology and how their parents managed that, to base their current parenting approaches on.

To be clear, *Turn Off That Device* does not seek to demonize technology. Technology has benefited people and society in many ways. People being able to connect with others across geographical boundaries is a very good thing. In addition, the access to knowledge and information that the internet has brought us has countless benefits. Further, screen time in the right quantity and in the service of the right content, has been linked positively to both academic performance and the development of literacy. (Sanders et al, 2016) Instead, this project seeks to lead parents in a positive direction as it relates to technology (specifically, screen time) and what is healthy for their children at Warren-Walker School.

Leadership Philosophy

As Dean of Warren-Walker School Point Loma, I am in a position where the practice of leadership is essential to the role(s) I play. Students, teachers, staff, and parents are constantly looking to me for guidance and leadership as it relates to life at school and at home. In this capacity, I feel that the theories of Servant Leadership and Conscious Leadership are my main guiding forces.

It is also important to note that in my role of guiding teachers and parents, I am in essence, leading leaders. Teachers and parents both are in the service of guiding,

coaching, mentoring and *leading* children. Helping them be the best leaders of young people possible is the most important part of my position and serves as my guiding intention.

Servant Leadership

The servant-leader is servant first. It begins with the natural feeling that one wants to serve. The conscious choice brings one to aspire to lead. The best test is: do those served grow as persons: do they, while being served, become healthier, wiser, freer, more autonomous, more likely themselves to become servants?

-Robert K. Greenleaf

Turn OFF That Device aims to provide the needed service of helping parents determine what is healthiest for children in regards to devices with screens and what are the most effective ways to parent their children in this regard. From the myriad of ways that I have observed parents approach this modern dilemma, I have concluded that parents need this service. The spectrum of parenting practices and approaches to regulating screen time for their kids is extremely wide and ranges from an almost all-out ban on any form of device that has a screen, to the opposite; an unconscious “anything-goes” approach in which kids have access to T.V.s in their bedrooms, movie screen in their cars, their own smart-phone, home video games, and an Ipad or Tablet. Of course, most parents at WWS approach the questions of “How much time?” and “What content is appropriate?” by landing somewhere between these extremes. From what I have observed and heard however, there is little knowledge and much confusion

about what is healthy for kids in relation to screen time and what are the most effective ways to carry out this parental leadership. According to Larry Spears, the President and CEO of The Greenleaf Center for Servant-Leadership, there are ten characteristics of the servant-leader that are of critical importance.(Spears, 2005.) While I value all of these characteristics described by Spears, there are five attributes described that have guided me through the process of creating this service project: *Listening, Awareness, Conceptualization, Foresight, Building Community.* (Spears, 2005)

Listening

A crucial component of servant leadership is one's ability to listen. Through listening, the person in a position of leadership can discover the needs, frustrations, and challenges of the people he/she is working with. Through listening intently the servant-leader can help identify themes within a group or organization. One of the many themes I have heard from parents, teachers and administrators that has been building and growing, has to do with the amount of time Warren-Walker School kids are spending in front of a screen. The questions and challenges parents vocalize include the following:

How much time should my child watch T.V., movies etc.?

What is the appropriate age to own a cell-phone?

Should I buy my child an Ipad or Tablet?

Are video games bad/good?

Does my child need his/her own computer?

What is appropriate content?

Part of what is so confusing and challenging for parents is the fact that so many parents are approaching these questions differently and have different answers for them. *Turn Off That Device* aims to answer those questions based upon current research.

Awareness

Awareness of one's own self is crucial to effective leadership. In order to best serve others, it is crucial to be aware of any biases one holds, as well as what situations or events may trigger a response that is reactive as opposed to proactive. Awareness can also be externally aimed and is connected to listening. It is important to be aware of what is "ripe" within the community or organization that one serves.

Conceptualization

Part of serving a community is providing a visionary concept for an organization and then helping carry out that vision. The vision that I have in my role as Dean at Warren-Walker School is centered around providing the best service possible to my constituents (parents, students and teachers) in order that students grow, learn and develop to their fullest potential and optimum health and happiness. Over time, teachers and administrators I work with and I have observed trends in our students abilities and behaviors changing. There has been an increase in conflicts between kids (girls especially) which are taking place on social media. In addition, the increase in the

amount of time students are spending in front of screens is affecting attention spans negatively, as well as showing up as an increase in students with vision problems.

Robert Greenleaf's Theory of Servant Leadership, as described by Larry Spears of Regents University, states that the leader must have "The ability to look at a problem (or an organization) from a conceptualizing perspective [and] think beyond the day-to-day realities..." in order to carry out the vision or mission of the organization.(Spears, 2005, pg.3.) By addressing and conceptualizing the inundation of devices with screens into the lives of our students and how that is affecting their school experience, I am serving the people and the mission of Warren-Walker School.

Foresight

Foresight has its roots in awareness and intuition, both of which are fairly abstract and hard to define. I see foresight as being aware of past events, what's happening in the present and a sense of what may happen in the future as outcomes of decisions made. Foresight then, involves a great deal of reflection as well as proactive forward thinking and sensing on the part of the person in a position of leadership.

Seeing current trends in the amount of screen time WWS students are engaging in and some of the consequences of that time, has me thinking about what future outcomes are possible if nothing is changed and/or if changes are made. The intention of Turn Off That Device stems from my intuitive sense that if parents continue to make

uneducated choices about the the amount of time their kids spend on technology, we will see an increase in the many identified negative consequences of those choices.

Building Community

Last year I formed the group discussion forum *It takes A Village* because of my firm belief that helping children become mindful, happy, kind, empowered and successful adults requires a community of people. In times long ago, most kids grew up with grandparents, aunts and uncles, cousins and their nuclear family. Further back, when people lived in tribal societies, everyone within a tribe (village) played a part in the raising of children. In Southern California today, we have moved far from those models of living. More and more people are raising their kids on their own with little help or guidance on a daily basis from a built in community. My hope is that by creating *It Takes A Village*, I will be able to build a small part of community to help with the confusing and complicated task of raising kids in 2017.

Conscious Leadership

Awareness of one's self, I believe, is crucial to making the best choices while exercising leadership. Through my course-work at USD, especially the work done in Leadership 550 as a student and then T.A., my work in Spirituality and Leadership, the Group Relations conferences I have attended and my trip to Mexicali with the Teaching and Learning Department, I have come to see an important connection between leading

effectively and being conscious of my biases, triggers, strengths and weaknesses.

Heidi Carter of the Centre For Conscious Leadership states, “Awareness flows into every part of work life and is fundamental to leadership effectiveness.” (Carter, 2017)

In describing what it means to be conscious, she goes on to say, “To Be conscious means to be aware and mindful of oneself, of others and the world around us, to understand our circumstances and to decide how to respond to them in ways that honour our values, beliefs and feelings. Implicit in this is the notion that one’s awareness determines one’s predisposition to certain choices of action. (Carter, 2017)

In developing curriculum for *Turn Off That Device*, I have been aware of my own personal biases towards technology. I am admittedly skeptical of the need for so many screens in our lives and thus find that I am predisposed to look for what the research says is bad about screen time. Being aware of this bias, I consciously chose to look into what research is out there in terms of the potential benefits of technology and time on a screen. Understanding what the pros and cons of devices with screens have brought into our lives is essential to creating a curriculum that truly serves parents and students and not just my mental models.

Literature Review

My research for this project has focused on three separate questions:

1. What are the effects of screen time on children ages 3-11?

2. What recommendations (if any) regarding how much time children ages 3-11 spend on a device with screen by the medical world?
3. What are the most effective parenting practices in regards to children and screen time?

As was stated earlier, for this project screen time will be defined as the amount of time spent on a handheld device, smart-phone, home-computer, iPad or Tablet, video game console and watching television.

Background to the Literature

The total amount of time kids spend on a screen has increased exponentially in the last 20 years. According to a study done by The American Psychological Association, "Total daily screen time, the summed exposure to devices capable of displaying video content (e.g., smartphones, tablets, computers, televisions and video game consoles) for children 8 to 18-years old, has risen from 5 to 7.5 hours since 1999, far exceeding the recommendation of 2 hours or less by the American Academy of Pediatrics. (Sanders W, Parent J, Forehand R, Lafko, Breslend N, 2016).

Over the years there has been much research done into the effects of time in front of screen on people of all ages. Much of this research has been centered around watching television as this is the device that has been around the longest. As the types of devices with screens has increased exponentially, more and more research is being done in this area.

In February of 2017, the Journal of Paediatrics and Child Health issued a review of the most current research on “the positive and negative effects of screen time on the physiological and psychological development of children.” (Dominguez-Montanari S, 2017) Findings from the review are thorough and varied.

In terms of physiological development, a study done by The National Health and Nutritional Examination Survey found that higher levels of T.V. viewing were associated with lower physical strength, and that not all types of screen use are equal in terms of their effects on physical health. (Dominguez-Montanari S, 2017) The study went on to say that “headache[s] were more frequent during TV viewing for more than 3 hours, whereas backache and headache were more likely during computer use or video gaming for more than 3 hours.(Dominguez-Montanari S, 2017) In addition, screen time of any kind has emerged as modifiable risk factor for childhood obesity. (Twarog JP, Politis MD, Woods EL, Boles MK, Daniel LM,2015). One study for example, showed results from a meta-analysis of 14 cross-sectional studies to be a 13% incremental increase in risk of obesity for each hour per day in front of a screen. (Zhang G et al, 2016) Supporting this notion was evidence found in a study done by the World Health Organization which found that “each additional hour of screen time (watching TV or DVDs and using a computer except for homework) was associated with increased consumption of high-fat/sugar foods.....and decreased consumption of vegetables and fresh fruits.”(Bornhorst, C, Wijnhoven, T.M., Kunesova, M., 2015)

Screen time has also been widely connected to having a detrimental effect on sleep duration and efficiency. A study done in Spain of children between the ages of 2

and 6 found that at least 1.5 hours of time in front of a screen correlated with shorter sleep duration.(Marinelli M, Sunyer J, Alvarez-Pedrerol M et al, 2014) Also supporting the correlation between screen time and shorter sleep duration was a study done of 2000 children ages 8-12 that indicated an association between screen time and perceived insufficient sleep. (Falbe J, Davison KK, Frackle RL, et al, 2015) Higher risks of obesity, decreased physical strength, a higher chance of eating foods of low nutritional quality and a higher incidence of poorer sleep habits are all connected to the amount of time children spend on a screen.

Studies that have looked into the effects of screen time and cognitive development are more varied in their findings. For example, one study done of young Korean children found that the risk of language delay increased proportionately with time in front of a T.V. (Byeon H, Hong S, 2015) Other studies however, suggest that the effects of screen time on language acquisition vary depending on the content watched. Several studies found that some T.V. shows actually led to higher rates of language acquisition. In particular, a study done on children ages 3-5 found that children who watched the show “Dora the Explorer” gained 13.3 more vocabulary words by the time they were 30 months old than children who did not watch the show.(Linebarger DL, Walker, D, 2005) Conversely, this same study found that watching the program “Teletubbies” was negatively related to language acquisition. (Linebarger DL, Walker D, 2005)

In addition to screen content having varied effects on cognitive ability. Research has shown that whether a child watches media content alone or with an adult also has

an impact. When watching “Barney and Friends” with an adult, pre-school aged children gained 3.5 words as compared to only one word when they watched the same content by themselves. (Singer JL, Singer DG, 1994) All of this stresses the importance of parents playing an active role with children of a very young age in determining the content viewed on a screen and if possible, being with their child(ren) during T.V. viewing.

Spending excessive amounts of time on a screen are thought to have an impact on a child’s social-emotional development, as well. It can be difficult in some cases however, to determine whether video-gaming for example, leads to a higher incidence of depression, or if children who are depressed spend more time on video games due to the isolationist nature of the activity. That being said, a study of over 8000 Australian youth between the ages of 10 and 16 found that those who exceeded screen time guidelines provided by the Australian Health Department were more likely to report depression. (Kremer P, Elshaug C, Leslie E, Toumbourou JW, Patton GC, Williams J, 2016)

Just as screen content makes a difference in terms of effects on language acquisition, studies suggest that the type of screen (computer, T.V., or video game) has an impact socially and emotionally. Computer use and video gaming, but not the viewing of television have been shown to correlate with more severe depression and video gaming with more severe anxiety. (Segev, A, Mimouni-Bloch A, Ross S, Silman Z, Maoz H, Bloch Y, 2015)

More research is needed in the area of screen time and its effects on children. Specifically, more differentiation is needed in terms of the increasingly varied types of devices with screens that are out there. Not all screen time may have the same effects, so it is important that research begin to compare T.V., computers and the multitude of hand-held devices that children have access to.

Recommendations

The following recommendations from the **American Academy of Pediatrics** are for **children ages 2-5**.

- No more than 1 hour a day of screen time.
- No screen time during meals or 1 hour before bedtime.
- Parents should focus on apps and channels related to PBS Kids and Sesame Workshop.
- Consider using HealthyChildren.org for a Family Media Plan to plan screen time.
- Parents should limit their use of mobile devices and screen time in front of children.

Source: American Academy of Pediatrics Policy Statement 2016

The following recommendations from the **American Academy of Pediatrics** are for **school-aged children (5-18)**.

- Develop and consistently follow a Family Media Use Plan.

- Address what type and how much media are used and what media behaviors are appropriate for each child.
- Promote that children get the recommended amount of daily physical activity (1 hour) and adequate sleep (8-12 hours).
- Recommend that children do not sleep with devices in their bedrooms.
- Avoid exposure to devices or screens 1 hour before bedtime.
- Discourage entertainment media during homework.
- Designate media-free time together.
- Engage in selecting and co-viewing media with your child.
- Have ongoing communication with children about online citizenship and safety including treating others with respect online and offline, avoiding cyberbullying and sexting, being wary of online solicitation, and avoiding communications that can compromise personal privacy and safety.

Source: American Academy of Pediatrics Policy Statement 2016

Despite the large body of scientific evidence that excessive amounts of screen time carries with it many cognitive, social-emotional and physical risks for children, it is clear that many children have large amounts of access to devices with screens. This can be seen in the data mentioned in the introduction of this report, as well as from studies into how parents view technology. One study published in the Journal of Early Childhood Research for example, found that “Overall, parents showed positive attitudes towards media, to the extent that they believed media exposure to be vital to children’s development, and many disagreed with recommendations from expert sources regarding age-appropriate screen time.”(Vittrup B, Snider S, Rose K, Rippy J, 2016)

Reasons for parents positive views on technology are certainly varied. To some extent, I would think these positive views stem from the fact that not all screen time is bad and in fact, there are benefits (as was stated earlier in this report.) Other reasons however, may come from entirely different places. The Journal of Early Childhood Research wisely states, “Working a full-time job, taking care of basic household duties, and being a parent is very time and energy consuming. Thus, parents may simply forego their supervisory and regulatory responsibilities by letting screen time entertain their children.”(Vittrup et al, 2016) To support this statement, the article points to a study done by the Kaiser Family Foundation that found 45% of parents admitted to using T.V. to occupy their children. (Vittrup et al. 2016) The so-called “electronic babysitter” seems alive and well.

“Monkey see, monkey do” is a cliché commonly used to describe how children act out the behaviors they watch their parents act out. When applying this cliché to children, their parents and devices with screens, the result is striking. The Journal of Early Childhood Research reports that studies have found that parents use technologies with screens on average, almost seven hours per day. (Vittrup et al. 2016) When you consider that studies indicate that the number one predictor of how much screen time a child has is the amount of time his/her parents spend on a screen, the conclusion is unsettling. The Journal of Applied Psychology published a study that looked directly into the connection between parental use of media and their children’s use. The study found that “parents own screen time was strongly associated with child screen time.” (Lauricella A, Wartella A, Rideout V, 2015) If the average parent is spending up

to 7 hours a day watching T.V., checking their email, accessing social media, on their smart phone and playing the occasional video game, it is no wonder that kids of all ages are exceeding the American Academy of Pediatrics recommendations that kids five years and older spend no more than 2 hours in front of a screen. More studies are needed concerning the links between parent's screen time and their children's screen time, as well as if there are any other parental indicators that influence a child's screen time.

The associated benefits *and* risks of technology use are what makes the task of parenting complex. While an all-out ban on all technology, or permitting any and all technology use are simple options, parents must support children in finding a healthy balance of technology use. That balance is becoming increasingly difficult as more and more new devices with screens are entering virtually every aspect of our modern lives. To make matters worse, many parents themselves are either consumed by their devices with screens and/or are struggling to follow the rules they set for their children.

A study done in 2016 titled *Not at the Dinner Table: Parents' and Children's Perspectives on Family Technology Rules*, looked into what parenting strategies (rules) worked the best to create a healthy balance of technology use. The study found that rules were divided into roughly two types of limits: "*activity constraints*, which set boundaries on the specific activities children can engage in when using technology (such as rules that prohibit using social media, swearing, or sharing nude photos), and *context constraints*, which set boundaries on the social and physical contexts in which technology can be used (such as rules that require children to complete chores and

homework before turning on the T.V., or prohibit texting at the dinner table).”(Hiniker A, Schoenbeck S, Kientz, J, 2016) The study, which surveyed 249 parent-child pairs, found that children were less likely to follow context constraints and much more likely to follow activity constraints.(Hiniker A, Schoenbeck S, Kientz S, 2016.) Interesting to me, is that children in the study also reported that they wanted their parents to disconnect from their devices more when in their presence. (Hiniker A, Schoenbeck S, Kientz S, 2016) While the findings of this study seem reasonable and useful, more work needs to be done in terms of determining what works and what doesn't, regarding parenting and screen time.

It Takes A Village

Warren-Walker School

Turn Off that Device

Parents, Kids and Screen-time Day 1

1. Introduction -

A. What is screen time? Definitions and Devices

B. What are the effects of screen time on kids? What does the research say?

- Physical effects?
- Cognitive effects?
- Social/emotional effects?
- Benefits?

Questions to reflect upon, write about and discuss.

How much time does your family spend in front of a screen? _____

If there were no devices with screens in your house, how would your family spend its free time?

It Takes A Village

Warren-Walker School

Turn Off that Device

Parents, Kids and Screen-time

Day 2

The number one predictor of how much time a child spends in front of a screen, is how much time his/her parents spend in front of screen.

1. Parental Awareness of Personal Habits

A. How many devices with screens are in your home? Car?

B. Where are the screens located in your home? Are they the central pieces from which your home is centered? Are their screens in bedrooms?

Questions to reflect upon, write about and discuss.

Do you use device with a screen for recreation or relaxation? _____

How often do you use the “electronic babysitter”? _____

For the next week, without altering any of your habits, write down anytime you use a device with a screen for any purpose. Include the type of device, why you used it and for how long. Example: Ipad, social media/relaxation, 20 minutes. This information will help you become aware of your habits. Bring the information to our next session.

It Takes A Village

Warren-Walker School

Turn Off that Device

Parents, Kids and Screen-time Day 3

Parenting kids in the Digital Age

1. Review of Parent's screen time habits.
2. What's the best approach to parenting kids in the digital age?
 - A. Activity constraints vs. Context Constraints
3. American Academy of Pediatrics recommendations
4. Substitutes for screen time.
5. Round Robin

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